

# CHAPTER 5

## LEADERSHIP AND ITS IMPACT ON INTRINSIC MOTIVATION

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### Introduction <sup>1</sup>

The purpose of this paper is to give managers and leaders a different perspective on and new insight into what motivates workers. This paper is also intended to inform managers and leaders about how their actions directly impact the motivation of subordinates. In particular, their actions can either enhance or detract from an individual's internal or intrinsic motivation.

There is no question that organizations have a need for both managers and leaders, and whether an individual operates in the capacity of a leader or a manager is largely contingent upon the environment within which the individual is working. However, it is becoming increasingly recognized that subordinates may be better motivated when supervisors use practices that many contemporary writers classify as part of *leadership*. Also, many writers believe that the increasing complexity of the workplace is forcing organizations to rely more on these types of leadership practices.

With the increasing reliance on these leadership practices, individuals will require leadership competencies to effectively operate in their new environment. Of all the competencies that this chapter discusses, principle-centered leadership is certainly the most important. Without principles, a leader becomes ineffective, and whatever the organization does loses meaning for most of their employees. None of the other competencies will do a leader any good if he or she hasn't mastered principle-centered leadership.

With these new insights on intrinsic motivation, the changing environment, and the value of leadership competencies, the uniformed services should reexamine their concepts of leadership and incorporate these new views into their leadership development programs. In addition, it is critical that the human resource management system be aligned with these new developments in leadership.

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<sup>1</sup> Like the concept of rewards, leadership and management are epistemological constructs we use to label certain types of phenomena or behavior. As this chapter discusses in some detail, writers on leadership and management differ widely in their definitions of these terms. It might be useful to review the discussion in footnote 1 of Chapter 1 at this point. In particular, it's essential to understand that these various, competing definitions are neither "right" nor "wrong," per se. They are simply the views of different writers, some of whom are widely recognized scholars of these subjects. These divergent perspectives provide varying degrees of insight on the principal subject of this chapter, which is how the various phenomena we refer to variously as leadership and management affect workers' intrinsic motivation (another epistemological construct). In this context, distinctions between the constructs leadership and management are of not of central interest to us. Rather, our focus is on how that particular behavior or phenomenon affects workers' intrinsic motivation. Hence, we have included in this discussion the ideas of a number of references that use the term management, but that address issues, behaviors, and so on that we view as relevant to the question of how leadership affects intrinsic motivation.

## What Is Leadership?

“Over the years, the importance attributed to the position of leaders has led innumerable practitioners and theorists to ask the seemingly unanswerable question: What does it take to be an effective leader?”<sup>2</sup> Currently there are “no clear-cut, universally accepted definitions of what [leadership] is.”<sup>3</sup> Complicating this is the “need to distinguish between leadership (or leader) and management (or manager). Although the two functions and roles overlap substantially, ‘manager’ implies that authority has been formally granted to an individual by an organization. In contrast, ‘leader’ implies effective use of influence that is rather independent of the authority granted to one because of position. In this sense, leadership can not be bestowed upon a person by a higher authority. Effective managers also must be leaders, and many leaders become managers, but the two sets of roles and functions differ.”<sup>4</sup>

Of the countless ways leadership has been defined, a few examples include:

- “the influence people exercise over each other.”<sup>5</sup>
- “influence based on inspiration, admiration, or appeal to follower’s aspirations.”<sup>6</sup>
- “the exercise of authority, whether formal or informal, in directing and coordinating the work of others.”<sup>7</sup>

“One group of authors defines a successful leader as one who is able to transform an organization when situations call for such action.”<sup>8</sup> But, “Probably the most widely accepted current definitions view leadership as an interpersonal process through which one individual influences the attitudes, beliefs, and especially the behavior of one or more other people.”<sup>9</sup>

## Leadership Theory

There are various categories of leadership theory, including trait theories, transactional approach theories, and cultural and transformative theories.

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<sup>2</sup> J. Steven Ott, *Classic Readings in Organizational Behavior* (Belmont, CA: Wadsworth Publishing Company, 1989), p. 243.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

<sup>6</sup> R. Barton and W. L. Chappell, Jr., *Public Administration: The Work of Government* (Glenview, IL: Scott, Foresman and Company, 1985), p. 312; quoted in Ott, p. 243.

<sup>7</sup> J. M. Shafritz, *The Dorsey Dictionary of Politics and Government* (Chicago, IL: The Dorsey Press, 1988), p. 318; quoted in Ott, p. 243.

<sup>8</sup> See W. G. Bennis, “Transformative Power and Leadership,” in T. J. Sergiovanni and J. E. Corbally (Eds.), *Leadership and Organizational Culture* (Urbana, IL: University of Illinois Press, 1984), pp. 64-67; W. G. Bennis and B. Nanus, *Leaders: The Strategies for Taking Charge* (New York, NY: Harper & Row, 1985); and N. M. Tichy and M. A. Devanna, *The Transformational Leader* (New York, NY: John Wiley & Sons, 1986); referenced in Ott, p. 244.

<sup>9</sup> Ott, p. 244.

## **Trait Theories**

The trait theories, predominant in the 1950s, “assume that leaders possess traits which are fundamentally different from followers.”<sup>10</sup> A *trait* is a “personality attribute or a way of interacting with others which is independent of the situation, that is, a characteristic of the person rather than of the situation.”<sup>11</sup> Today, there are many arguments against the trait theory. Mainly, it is hard to contend that “people will be effective leaders because they possess certain traits – without also considering other variables that influence leadership effectiveness.”<sup>12</sup>

## **Transactional Approaches to Leadership**

“The transactional approaches see leadership as a set of functions and roles that develop from an interaction between two or more people. Although there are vast differences in emphasis among groupings of transactional leadership theories, all of them focus on the transaction – what happens and why, and what directly and indirectly influences or shapes it.”<sup>13</sup>

**Leadership Style Theories.** Early transactional leadership theorists assumed that “people have relatively fixed styles and thus were often labeled leadership style theories.”<sup>14</sup> More recent leadership style theories, which have abandoned the earlier assumption of style inflexibility, are usually called *situational* or *contingency* approaches. “In both cases, leadership is seen as a transaction. The central question for the trait approach is who exerts leadership?”<sup>15</sup> The transactional approaches are interested in determining “how leadership is established and exerted.”<sup>16</sup>

“The leadership style-oriented transactional approaches attempt to identify styles of leader behavior which result in effective group performance.”<sup>17</sup> In their article, “Life Cycle Theory of Leadership,” Hersey and Blanchard “emphasize that leadership should be appropriate for a given situation,” and “reject the idea that there is one best leadership style for all situations.”<sup>18</sup> “They develop[ed] a matrix with four leadership styles: telling, selling, participating and delegating,” suggesting that leaders apply one of the four styles, depending on the maturity of their work group. “Although the model is conceptually intriguing, a major weakness is its lack of a systematic measurement device to measure maturity.”<sup>19</sup>

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<sup>10</sup> Ibid.

<sup>11</sup> F. E. Fielder and M. M. Chemers, *Leadership Style and Effective Management* (Glenview, IL: Scott, Foresman and Company, 1974), p. 22; quoted in Ott, p. 244.

<sup>12</sup> Ott, p. 245.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid., p. 246.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> P. Hersey and K. H. Blanchard, “Life Cycle Theory of Leadership,” *Training and Development Journal* (May 1969), pp. 26-34; referenced in Ott, p. 247.

<sup>19</sup> Edgar H. Schein, *Organizational Psychology*, 3d Ed. (Englewood Cliffs, NJ: Prentice Hall, 1980); quoted in Ott, p. 248.

Douglas McGregor points out that the trait approach was “not unimportant, but those (characteristics of the leader) which are essential differ considerably depending upon the circumstances.”<sup>20</sup> McGregor describes leadership as a relationship between the leader and the situation, and asserts that past research “has shown that we must look beyond the personal qualifications of the leader if we wish to understand what leadership is.”<sup>21</sup> He argues that “it is no longer feasible to assume that certain pre-selected individuals will become future leaders.”<sup>22</sup> In essence, McGregor believes that “it is possible for anyone to be a leader, depending on the situation.”<sup>23</sup>

**Situational or Contingency Approaches.** The assumption that leaders can be trained to act in the appropriate way, as called for by their organization, has proven to be a major weakness of leadership style theories. “When leaders return to their organization after leadership training sessions, they seldom exhibit behavior changes.”<sup>24</sup> In Ott’s assessment, “Despite training, [people] will not necessarily act considerably toward subordinates if their own supervisors do not act supportively toward them. One obvious implication is that changes must be introduced into an organization as a whole – not just to certain employees.”<sup>25</sup>

“In practice, leaders apply different styles in different situations. . . . Thus, the ‘pure’ leadership style emphasis has given way to the contingency approaches. Unlike the trait theory and leadership style approaches, the contingency approaches take into consideration many factors that may influence a leader’s style. It recognizes that a successful leader in one type of organization may not be successful in another simply because it differs from the previous one. Its situation (or context) is different, and the choice of a style needs to be contingent upon the situation.”<sup>26</sup>

Ott cites Stogdill’s summary of the four points that contingency theories stress:

- The type, structure, size, and purpose of the organization;
- The external environment in which the organization functions;
- The orientation, values, goals, and expectations of the leader, superiors, and subordinates; and
- The expert or professional knowledge required of the position.<sup>27</sup>

That is, “The contingency approaches assert that different leadership styles will differ in their effects in different situations. The situation (not traits or styles themselves) determines whether a leadership style or a particular leader will be effective. Thus, contingency theorists maintain that there is no ‘one best way’ of effective leadership.”<sup>28</sup>

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<sup>20</sup> D. M. McGregor, *The Human Side of Enterprise* (New York, NY: McGraw-Hill, 1960), p. 180; quoted in Ott, p. 248.

<sup>21</sup> *Ibid.*, p. 182.

<sup>22</sup> Ott, p. 248.

<sup>23</sup> *Ibid.*

<sup>24</sup> Barton and Chappell, p. 316; referenced in Ott, p. 248.

<sup>25</sup> Ott, p. 248.

<sup>26</sup> *Ibid.*, pp. 248-249.

<sup>27</sup> R. M. Stogdill, *Handbook of Leadership: A Study of Theory and Research* (New York, NY: Free Press, 1974); referenced in Ott, p. 249.

<sup>28</sup> Ott, p. 249.

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In "The Contingency Model: A Theory of Leadership Effectiveness," Fiedler argues that it is easier to change the work environment (or situation) to fit a leader's style than to train a leader to adopt styles that are best suited for situations. Fiedler believes that "a person's underlying leadership style depends upon one's personality," and "a leader's personality is not likely to change because of a few lectures or a few weeks of intensive training. Therefore, an organization should not choose a leader who fits a situation, but should change the situation to mesh with the style of its leader."<sup>29</sup>

**The Best Fit Approach.** Charles Handy suggests an approach which is an extension of the contingency theories called the *best fit approach*. "This approach requires that the style preferences of the *leader*, *subordinates*, and the demands of the *task* be ranged along a scale from *tight* (or structured) to *flexible* (or supportive)." Handy further suggests that "for effective performance, the requirements of the three factors have to 'fit' together on the scale. The way the fit is achieved, namely which factors will adapt or be adapted, will depend on *the environment* (organization setting) which includes:

- The power or position of the leader;
- The relationship with the group;
- The organizational norms;
- The structure and technology;
- The variety of tasks;
- The variety of subordinates.<sup>30</sup>

## Cultural and Transformative Theories

**Cultural Theories.** "A growing number of leadership theorists recently have moved past the transactional approaches to write about leadership from an organizational culture perspective."<sup>31</sup> Thomas Sergiovanni in "Leadership as Cultural Expression" argues that "leadership is an artifact – a product of organizational culture. The particular shape and style of leadership in an organization is not a function of individuals or of training programs; rather, it has to do with the mixture of organizational culture and the density of leadership competence." Sergiovanni believes that "leadership needs to be symbolic and strategic, since leadership is what communicates the culture." He views "leadership being less a management technique and more a *cultural expression*. If leadership is effective, norms, beliefs, and principles will emerge in an organization to which members give allegiance."<sup>32</sup>

<sup>29</sup> F. E. Fielder, "The Contingency Model: A Theory of Leadership Effectiveness," in C. W. Backman and P. F. Secord (Eds.), *Problems in Social Psychology* (New York, NY: McGraw-Hill, 1966), pp. 278-289; referenced in Ott, p. 249.

<sup>30</sup> Charles Handy, *Understanding Organizations* (New York, NY: Oxford University Press, 1993), p. 117 (italics in source).

<sup>31</sup> J. M. Shafriz and J. S. Ott, *Classics of Organizational Theory* (2d ed., rev. and expanded) (Chicago, IL: Dorsey Press, 1987); J. S. Ott, *The Organizational Culture Perspective* (Chicago, IL: The Dorsey Press, 1989); referenced in Ott, p. 250.

<sup>32</sup> T. J. Sergiovanni, "Leadership as Cultural Expression," in T. J. Sergiovanni and J. E. Corbally (Eds.), *Leadership and Organizational Culture* (Urbana, IL: University of Illinois Press, 1984), pp. 105-144; quoted in Ott, p. 250.

**Transformative Theories.** “Transformative leadership is [another] slant on leadership that is theoretically consistent with the organizational culture perspective.” Transformative leadership makes *radical changes* in a culture, unlike transactional leadership, which focuses on *incremental change*. “Lee Iacocca is the most visible current embodiment of a transformative leader. Transformational leadership borders on ‘great man’ theory: Leaders are born, not made.”<sup>33</sup> The “great man” theory, also known as the charismatic theory, asserts that “leadership [is] based on the compelling personality of the leader rather than on formal position.”<sup>34</sup> As Ott points out, “In many ways, this leadership theory is once again involved in seeking to find the basis of leadership in traits – rather than in relational and cultural factors.”<sup>35</sup>

Tichy and Ulrich describe a transformational leader as “one who must develop and communicate a new vision and get others not only to see the vision but also to commit themselves to it.”<sup>36</sup> “They describe transformational leaders as those rare individuals who can lead employees through their fears and uncertainties to the realization of the vision.” The primary function of a transformative leader is “to lead and support through carefully conceived change stages, acting as a *cheer-leader* . . . verbally and nonverbally communicating belief in the benefits to all that will accrue from the changes.” The transformational leader “successfully changes peoples’ perceptions of the organization.”<sup>37</sup>

## Relating Leadership Theory to Intrinsic Motivation

The cultural-transformative approach to leadership is most applicable to senior leaders or managers who want to lead their organization through a change. The transactional approaches to leadership are most appropriate to lower level leader-managers. Senior leader-managers probably have more effect on intrinsic *nontask* motivation, while lower level leader-managers have more effect on intrinsic *task* motivation, since they are closer to the actual task being performed and have more direct influence over the individual performing the task.

In applying the best fit approach to leadership, a leader who confronts a lack of fit between himself, the subordinate, and the task must determine which of the three factors to adjust in order to achieve a fit. “Theoretically, it is easiest for him to alter his own style – particularly if the other two factors already have a degree of fit between themselves. . . . [A]lthough the leader’s style is easiest to alter in the short term, there are often long-term benefits to be achieved from re-designing or re-defining the task (for example job-enlargement). . . .”<sup>38</sup> Whatever the change, one of the desirable results is to improve intrinsic task motivation.

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<sup>33</sup> Ott, p. 251.

<sup>34</sup> Shafriz, p. 89; quoted in Ott, p. 244.

<sup>35</sup> Ott, p. 251.

<sup>36</sup> N. M. Tichy and D. O. Ulrich, “The Leadership Challenge—A Call for the Transformational Leader,” *Sloan Management Review*, Vol. 26, p. 59; quoted in Ott, p. 251.

<sup>37</sup> Ott, p. 251.

<sup>38</sup> Handy, p. 112.

## Differences Between Leadership and Management Practices

Many writers draw distinctions between the functions and responsibilities associated with managers compared to those of leaders. In general, organizations need both types of functions, and individuals may find themselves using a combination of both “leadership” and “management” practices. Handy’s best fit approach recognizes that individuals will need to vary the practices they use because of their changing environment or organizational setting. Most leaders and managers probably fall somewhere on a continuum between the two extremes shown in Table 5-1.

Table 5-1. *Leadership and Management Practices* <sup>39</sup>

LEADERS	←————→	MANAGERS
<i>Create vision of the future</i>		<i>Plan to reach goals</i>
<i>Strategize</i>		<i>Refine processes</i>
<i>Expand boundaries</i>		<i>Work within boundaries</i>
<i>Influence others</i>		<i>Control resources</i>
<i>Empower</i>		<i>Make decisions</i>
<i>Take risks</i>		<i>Avoid risks</i>
<i>Motivate intrinsically</i>		<i>Motivate extrinsically</i>
<i>Embrace change</i>		<i>Embrace control</i>
<i>People and product oriented</i>		<i>Product oriented</i>
<i>Act based on envisioned future</i>		<i>Act based on past and present</i>
<i>Assess accomplishments against vision</i>		<i>Measure performance against plans</i>

This comparison between leaders and managers is oversimplified for purposes of illustration. In reality, many of the differences between managers and leaders are more subtle.

In Gilbert’s opinion, “A leader is someone who operates above and beyond mere mechanical compliance with routine directives of the organization. A leader is a teacher, facilitator, coach, and mentor. A manager is someone who follows the strictness of a job description. Leadership is the ability to influence others to attain group and organizational goals without the exertion of force. Managing involves planning, organizing, directing, and controlling and these skills are certainly helpful to the successful execution of any endeavor.”<sup>40</sup> A leader moves beyond these skills by using imagination or creativity to move a company from one place to another.<sup>41</sup>

<sup>39</sup> Harold Gilbert and Meredith Cash to Hannah Robinson, who in turn released their comments in a collection titled “Summary: Leadership and Management,” July 6, 1995.

<sup>40</sup> Harold Gilbert to Hannah Robinson, who in turn released Gilbert’s comments in a collection titled “Summary: Leadership and Management,” July 6, 1995.

<sup>41</sup> Shlomo Malin to Hannah Robinson, who in turn released Malin’s comments in a collection titled “Summary: Leadership and Management,” July 6, 1995.

Many organizations get caught up in embracing control. “The vast majority . . . of leaders give employees a wide variety of motivational tools to instill fear, reward performance, or a combination thereof. . . . All such motivators are called extrinsic motivators. . . . They are implemented to motivate an employee to do something he or she is presumed not to want to do.” These motivators will work in the short run, but not in the long run because “they fail to recognize that humans perform at optimum only when internally motivated.”<sup>42</sup> This might be the down-fall of many leaders. They might rely too much on extrinsic motivators, either because of not knowing about or ignoring those things that may intrinsically motivate workers.

According to James M. Kouzes and Barry Z. Posner in “The Leadership Challenge,” “If there is a clear distinction between the process of managing and the process of leading, it is in the distinction between getting others to do and getting others to want to do. . . . In essence leadership appears to be the art of getting others to want to do something you are convinced should be done.”<sup>43</sup>

## Further Views on Distinctions Between Leaders and Managers

Malin describes what he considers distinct differences between a leader and manager in terms of how they relate with others, how they determine their goals, and their concept of work and sense of self.

**How a Leader Relates With Others.** A leader relates to others in more intuitive and empathic way rather than relating to others according to their role. A leader exerts influence in altering moods and expectations, in establishing specific desires and objectives rather than maintaining the status quo.

**Goals of Leaders.** Goals of a leader arise out of desires and their images of the future rather than out of necessities. A leader’s goals focus on need for change. To leaders, strategy is a means to a goal and does not assume more importance than the goal. Leaders also define what Malin calls *superordinate goals* (for example, product leadership) for their organizations.

**A Leader’s Conception of Work.** Leaders seek both change and new ideas versus perpetuating the status quo. They develop fresh approaches to long-standing problems rather than needing to coordinate and balance continually. Leaders delegate freely rather than cautiously. They are more intuitive instead of analytical and methodical. Leaders encourage entrepreneurial autonomy more than maintaining control over ideas or preferring to manage people and process. They are active instead of reactive, shaping ideas.

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<sup>42</sup> Steininger, Daniel J., “Why Quality Initiatives Are Failing: The Need to Address the Foundation of Human Motivation,” *Human Resource Management*, Vol. 33, No. 4 (Winter 1994), p. 604.

<sup>43</sup> Donna Princess to Hannah Robinson, who in turn released Princess’ comments in a collection titled “Summary: Leadership and Management,” July 6, 1995.

*... the skills associated with this concept of a leader are intended to do more to intrinsically motivate an individual.*

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**A Leader's Sense of Self.** In Malin's view, leaders work in organizations, but don't belong to them. Whereas a manager identifies totally with an organization, leaders are change agents versus a conservator of events and things.<sup>44</sup>

In this view of management and leadership, both functions are needed for a successful organization, and there is an understandable tension between them. However, some of the practices associated with this concept of a manager may fall short of intrinsically motivating individuals and may even intrinsically demotivate them. On the other hand, the skills associated with this concept of a leader are intended to do more to intrinsically motivate an individual. Therefore, the uniformed services should reexamine their current views on leadership in the light of the perspectives described above and incorporate these new perspectives into its leadership development programs, particularly for senior leadership. Of course, there will be many circumstances where it isn't feasible to employ many of these leadership practices; however, if the situation is right, they should be used in the interest of intrinsically motivating military members.

## **A Changing Environment**

A changing environment will undoubtedly require the military to adopt new leadership practices or standardize those intrinsically motivating practices they currently use. In the private sector, greater competitive pressure had led to a call for ever-increasing productivity. This has caused both employee and employer values to change. The use of teams is being valued over individual work because it is believed to lead, in many circumstances, to greater productivity. The employer values the team's or individual's success more than effort, because it is results that keep private organizations in business. Employee involvement is becoming a must in order to meet ever-changing customer bases and customer demands.<sup>45</sup> These trends are most likely to carry over into the military because of tighter budgets and questions about the military's purpose. As in the private sector, there has already been a call for increased productivity in the military, even with reduced manpower.

The complexities of most organizations are making "it increasingly difficult for leaders to maintain tight control from a single location. This is pushing many [leaders] towards a leadership style that stresses participatory decision making and implementation. They are placing much greater emphasis on choosing the right [people] for the problem, task, or situation; then empowering them to define what needs to be done and how to do it."<sup>46</sup> "Managers will have to contend with the new knowledge professional – an individual who constantly questions the value of what he or she is doing, who feels little loyalty to corporate authority yet still longs for connections in a larger organization."<sup>47</sup>

<sup>44</sup> Malin.

<sup>45</sup> Kenneth Ainslie, Variable Compensation Design and Utilization. Briefing by TRW to the Council for Excellence in Government, Washington, D.C., February 5, 1996.

<sup>46</sup> Mastering Global Leadership, Hay/McBer International, 1995, p. 10.

<sup>47</sup> Martha Nichols, "Does New Age Business Have a Message for Managers?" *Harvard Business Review* (March-April 1994), p. 60.

## Changing Work Relationships

The changing environment also redefines work relationships as we know or knew them. In “traditional” work relationships, employers provide job security, regularly increasing pay, and promotion opportunities. The employee provides performance oriented toward defined tasks, loyalty, long service, and patience. However, in many emerging work relationships, employers are providing enrichment and learning, participation in decision-making, and sharing in business risks and rewards. Employees are required to have flexible skills and attitudes, to be customer oriented, and to make value-added contributions.<sup>48</sup>

“Timothy Gallwey has suggested that performance of any kind is equal to potential minus interference.” This implies that instead of looking at performance, we need to concern ourselves with “those things which interfere with people’s potential” and prevent that interference from being expressed in their performance.<sup>49</sup>

*The changing environment also redefines work relationships as we know or knew them.*

## Paradigm Shift in Management<sup>50</sup>

Ken Thomas points out that the “Old School” of management, also known as command and control, is giving way to a more collegial view. The table below illustrates this shift.

**Table 5-2. Paradigm Shift in Management<sup>51</sup>**

	“OLD SCHOOL”	“EMERGING VIEW”
<b>Manager’s role:</b>	<i>Directing and controlling</i>	<i>Leadership and coaching</i>
<b>Worker’s role:</b>	<i>Compliance</i>	<i>Self-management</i>
<b>Worker’s motivation:</b>	<i>Mostly extrinsic; No commitment to task; Responds to carrots and sticks controlled by management</i>	<i>Mostly intrinsic; Committed to task; Gets rewards directly from doing the task well</i>

*The emerging view of management attempts to harness the worker’s intelligence, innovation, and responsiveness, hence freeing some of the manager’s time and lowering the cost of decision-making.*

In Thomas’ view, the old school of management is easier, more predictable, requires less trust in the worker’s competence and commitment, and feels less risky. The emerging view of management attempts to harness the worker’s intelligence, innovation, and responsiveness, hence freeing some of the manager’s time and lowering the cost of decision-making.<sup>52</sup> However, the old-school management system may be at odds with the current situation, because there is a “significant gap between what American workers need to be productive and what their managers are giving them.”<sup>53</sup>

<sup>48</sup> Ainslie.

<sup>49</sup> Jay Hall, “Americans Know How to be Productive if Managers Will Let Them,” *Organizational Dynamics*, Vol. 22, No. 3 (Winter 1994), p. 44.

<sup>50</sup> As footnote 1 pointed out, we have included in this discussion the ideas of a number of writers who use the term management, but who address issues, behaviors, and so on that we view as relevant to the question of how leadership affects intrinsic motivation.

<sup>51</sup> Ken Thomas, *Intrinsic Motivation and the Military: An Initial Briefing*. Briefing to the 8th Quadrennial Review of Military Compensation (8th QRMC), Arlington, VA, October 19, 1995.

<sup>52</sup> Ken Thomas, *Intrinsic Motivation and the Military: An Initial Briefing*. Briefing to the 8th Quadrennial Review of Military Compensation (8th QRMC), Arlington, VA, October 19, 1995.

<sup>53</sup> *Ibid.*, p. 12.

## Leadership Competencies Required to Perform in the New Paradigm

The premise of this chapter is that “leadership is an observable, learnable set of practices.” Kouzes and Posner assert, “The belief that leadership can not be learned is a far more powerful deterrent to development than is the nature of the leadership process itself.”<sup>54</sup> They identified five fundamental practices that they believe enabled successful leaders to get extraordinary results. When these leaders were at their personal best, they:

- Challenged the process
- Inspired a shared vision
- Enabled others to act
- Modeled the way
- Encouraged the heart

They believe all five practices contribute to intrinsically motivating members of an organization.

**Challenging the Process.** “Challenge is the opportunity for greatness. People do their best when there’s the chance to change the ways things are. Maintaining the status quo breeds mediocrity. Leaders seek and accept challenging opportunities to test their abilities. They motivate others to exceed their limits. They look for innovative ways to improve the organization.”<sup>55</sup> When service members are given the chance to change things, are able to search for opportunities, and are allowed to experiment and take risks, it may give them a greater feeling or sense of choice. This feeling or sense of choice contributes to intrinsic motivation.

**Inspiring a Shared Vision.** Kouzes and Posner believe leaders can inspire their organization’s members by developing an exciting vision and by helping members to develop a shared understanding of what is important or valued by members of the organization.

Leaders spend considerable effort gazing across the horizon, imagining what it will be like when they have arrived at their final destinations. Some call it vision; others describe it as a purpose, mission, goal, even personal agenda. Regardless of what we call it, there is a desire to make something happen, to change the way things are, to create something that no one else has created before. Leaders . . . breathe life into what are the hopes and dreams of others and enable them to see the exciting possibilities that the future holds. Leaders get others to buy into the dreams, showing how all will be served by a common purpose.<sup>56</sup>

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<sup>54</sup> James M. Kouzes and Barry Z. Posner, *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations* (San Francisco, CA: Jossey-Bass Publishers, 1991), p. 13.

<sup>55</sup> Kouzes and Posner, p. 29.

<sup>56</sup> *Ibid.*, p. 9.

When leaders successfully inspire a shared vision, they give their members a feeling or sense of meaningfulness. This sense of meaningfulness also intrinsically motivates members.

**Enabling Others to Act.** “Leaders know that they can not do it alone. It takes partners to get extraordinary things done in organizations.” Therefore, “leaders build teams with spirit and cohesion, teams that feel like family. They actively involve others in planning and give them discretion to make their own decisions. Leaders develop collaborative goals and cooperative relationships with colleagues. They are considerate of the needs and interests of others. They know that these relationships are the keys that unlock support for their projects.”<sup>57</sup> Leaders also strengthen others by providing opportunities to grow. They allow members of the organization to “stretch” by taking on more challenges. Leaders who foster collaboration and strengthen the members of their organizations give them both a feeling of progress and a feeling of competence. These feelings of progress and competence also contribute to intrinsically motivating individuals.

**Modeling the Way.** “A leader needs a philosophy, a set of high standards by which the organization is measured, a set of values about how employees, colleagues, and customers ought to be treated, a set of principles that make the organization unique and distinctive.” Leaders also need to “stand up for their beliefs” and “practice what they preach. . . . They show others by their own example that they live by the values that they profess.”<sup>58</sup> Leaders who “model the way” give their members a feeling or sense of meaningfulness, which in turn contributes to intrinsically motivating them.

**Encouraging the Heart.** “Leaders encourage others to continue the quest [and] they inspire others with courage and hope. . . . Leaders give heart by visibly recognizing people’s contributions to the common vision. Leaders express pride in the accomplishment of their teams.”<sup>59</sup> Leaders who “encourage the heart” give their members a feeling or sense of competence and progress, which in turn contributes to intrinsically motivating them.

Handy also proposes competencies he believes are necessary for leaders; these include vision, communication, trust, and self-knowledge. Of these, only self-knowledge isn’t explicitly included among Kouzes and Posner’s set of competencies.

**Self-Knowledge.** To develop this competency, leaders need to build on their strengths and compensate for their weaknesses . . . and they consciously look for the fit between who they are and what the organization needs. . . . What they were universally good at was getting others to feel good at what they were doing, to be proud in *their* self-knowledge. Self-knowledge and the “emotional wisdom” it brings allow one to trust others to do what they are good at, to do without the constant approval of others, to accept people as they are instead of judging them.<sup>60</sup>

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<sup>57</sup> Ibid., p. 131.

<sup>58</sup> Ibid., p. 187.

<sup>59</sup> Ibid., p. 239.

<sup>60</sup> Handy, p. 117.

*It is critically important for all levels of leadership to support and sustain organizational values in order to intrinsically motivate the organization's members.*

TRW has a list of 10 key human-resource competencies that it applies to leadership and managing change. Proactivity, professionalism, risk-taking, communication skills, and integrity are similar to the leadership practices recommended by Kouzes and Posner.

- **Proactivity:** Initiating action to avoid potential problems and anticipating change.
- **Professionalism:** Maintaining a sensitivity and consciousness about one's professional image.
- **Risk-Taking:** Expressing opinions and taking action under conditions of uncertainty.
- **Communication Skills:** Communicating information through appropriate organizational channels and effectively using written material, oral presentations, verbal interchanges and nonverbal cues.
- **Integrity:** Eliciting the trust and respect of others by being reasonably open and candid about opinions and attitudes, keeping sensitive organizational information confidential, behaving in a fair and ethical manner, and demonstrating a sense of corporate responsibility.<sup>61</sup>

## **Leadership Must Support and Sustain Organizational Values**

It is critically important for all levels of leadership to support and sustain organizational values in order to intrinsically motivate the organization's members. If leadership can get members to share in its organizational values and goals, this will go a long way toward intrinsically motivating members, regardless of what task they perform. This what Chapter 3 described as intrinsic nontask motivation, and without it the likelihood of organizational efforts failing increases. "Basic values strongly influence and shape the nature of work at every level of any company. . . . Managers of many companies are beginning to understand that the ethical and nonmonetary needs of employees are a legitimate business issue."<sup>62</sup>

As Thomas Chappell expresses this point:

Work life must provide a set of values that affirms employees' respect for life, family, community, and the environment. . . . Employees and [leaders] alike, after all, seek to harmonize their personnel beliefs and attitudes with what is expected of them on the job. People learn through the course of their lives such fundamental principles as trust, caring, and respect. When business strategy calls for actions that either ignore or violate those beliefs, an employee's integrity is conflicted, torn, and sometimes broken. . . . Corporate beliefs that affirm personnel attitudes

<sup>61</sup> Ainslie.

<sup>62</sup> Antina Roddick, Group Managing Director for The Body Shop International, letter to the editor in *Harvard Business Review*, (May-June 1994), p. 146.

provide the harmony and trust needed for creative problem solving. . . .  
If the hearts and minds of our managers are not held accountable for  
the standards and expectations of our corporate mission, I find that  
we do not get beyond the task of building market share and profits  
by the end of the day.<sup>63</sup>

In Covey's opinion, world-class companies like GE, AT&T, and Saturn have built cultures of trust through individual trustworthiness. These companies are learning that they are not in control; principles are. They realize that their "leaders must create conditions that foster trust and empowerment" in order to "allow the unique capacities and talents of their employees to rise to the challenges that they face."<sup>64</sup>

## Leadership: The Key to Organizational Commitment

According to Martin and Hafer, "It is important to get employees feeling positively about the organization that employs them so they identify with particular organizational goals, values, and culture, and want to maintain membership in it. This is defined as organizational commitment."<sup>65</sup> An individual's organizational commitment is influenced by his or her levels of both intrinsic task and nontask motivation.

One way to build organizational commitment is to determine what leadership actions are likely to increase an individual's intrinsic task motivation. This can be accomplished by establishing different leader-employee relationships. For instance, Martin and Hafer suggest that employees who receive greater attention and resources would be more likely to exhibit a greater desire to retain membership in that organization.

Furthermore, employees who receive more inside information and discretion would develop a stronger belief in the organization's goals and values. Finally, employees who receive greater autonomy and support would be willing to work harder on the organization's behalf. Managers secure greater commitments by partnering with employees. These "close" partners . . . have higher job satisfaction, less role conflict, role ambiguity, and job stress, and are more satisfied with their managers than are the "distant" employees.<sup>66</sup>

If leaders are "interested in reducing their turnover propensity," they need to devote more effort to enhancing their subordinates' "organizational commitment attitudes."<sup>67</sup> Many employees' involvement and commitment attitude could be strengthened by a little extra attention from management.<sup>68</sup> "[H]aving more opportunities for participation, autonomy and/or empowerment" are other intrinsic factors or building blocks that help "create a positive organizational commitment attitude."<sup>69</sup>

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<sup>63</sup> Thomas Chappell, President of Tom's of Maine, letter to the editor in *Harvard Business Review* (May-June 1994), p. 146.

<sup>64</sup> Stephen R. Covey, Founder and Chairman of Covey Leadership Center, letter to the editor in *Harvard Business Review* (May-June 1994), p. 148.

<sup>65</sup> Thomas Martin and John C. Hafer, "Turnover is Linked to Job Involvement and Organizational Commitment," *Telemarketing*, Vol. 13, No. 12, p. 106.

<sup>66</sup> *Ibid.*, p. 36.

<sup>67</sup> *Ibid.*, p. 36.

<sup>68</sup> *Ibid.*, p. 37.

<sup>69</sup> *Ibid.*, p. 34.

“Trust, leadership, participation, interdependence, communication, nonroutine activity, and family are [other] intrinsic factors.”<sup>70</sup>

Organizational commitment is an *attitude* that military leaders can and must influence. Posner’s five practices may help generate greater organizational commitment.

### Principle-centered Leadership

In Wisley’s view,

Management must avoid causing goal-incongruent responses. Unfortunately, a less ethical or less principled leadership approach is common in the workplace. Coercion and forced noncompliance to regulations at any cost to morale are typical tactics in performance-oriented organizations. Such unprincipled leadership, which is an aversive stimulus, has a psychological as well as fiscal effect. When employees perceive such tactics to be outside of the parameters of their belief systems, as are the top-down directive systems of the past, these stimuli elicit negative, goal-incongruent responses such as fear or anxiety.<sup>71</sup>

Wisley adds, “A cognitive component that produces anxiety is fear of losing control. If employees feel that they are unable to respond, for example, to performance-oriented tactics of coercion or reward manipulation, anxiety develops.”<sup>72</sup> This is intrinsically demotivating, because an individual’s feeling of choice is significantly reduced.

*Principle-centered leadership* helps an organization to reach its vision. “For today’s companies to realize their visions, the evidence seems to bear out that effectiveness is greatest when principle-centered leadership (referent power) is exercised. This elicits goal-congruent emotions and meets employees’ basic needs to contribute, be informed, participate, serve, reciprocate, and be happy as they take themselves and the company forward.”<sup>73</sup> Wisely defines *referent power* as being derived through respect; it is related to acceptance, affection, and others’ willingness to follow.

### Implementing Principle-centered Leadership

The United States Military Academy (USMA), West Point, already has a process for developing principle-centered leaders. It is “a carefully orchestrated progression that all cadets must undergo, with every experience designed to move cadets through a step-by-step model.”<sup>74</sup> Their leadership development process consists of the following four phases:

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<sup>70</sup> Michael D. Wisley, “Leadership and Human Motivation in the Workplace,” *Quality Process*, Vol. 28, No. 11 (November 1995), p. 88.

<sup>71</sup> *Ibid.*, p. 87.

<sup>72</sup> *Ibid.*

<sup>73</sup> *Ibid.*, p. 88.

<sup>74</sup> Alan M. Webber, “Surviving in the New Economy,” *Harvard Business Review* (September-October 1994), p. 80.

**First phase.** Emphasizing moral principles, the first phase “is about defining and adhering to the organization’s value system to forge the bonds that tie the organization together. In other words, it is about creating trust to build teamwork. Honor is the value that all cadets share. . . . This common value creates trust, and it is trust that holds a team together.”<sup>75</sup>

**Second phase.** This phase “[t]eaches independence of mind and personal consciousness. . . . It is a lesson of singular importance” for future military leaders in an environment “marked by rising ambiguity and blurring boundaries. . . . It is the lesson that comes after you’ve accepted the values of the organization: the lesson of learning to think for yourself by learning from those who are different from you or even from those who profoundly disagree with you.”<sup>76</sup>

**Third phase.** The third phase helps cadets learn to think for themselves and then “have the courage to question decisions that they believe violate moral values. Cadets learn to overcome fear in the most extreme situations and, in the process, demonstrate the depth and strength of their characters. [Leaders] must be prepared to live their instincts, listen to their values. They must become ‘doers’ who think.”<sup>77</sup>

**Fourth phase.** The final phases ties the “leadership process together; fear plus trust equals character, and character plus time equals leadership. The ultimate test of the leader is the ability to act in the organization’s best interests.” This may be the most difficult challenge, particularly for senior leadership, since it requires them to “redefine the essence of their work, to become the eyes and ears of the organization – seeing, sensing, and thinking rather than actually doing.”<sup>78</sup>

Webber concludes, “The West Point model is about the ‘soft stuff:’ values, morals, mindfulness, and feeling. It downplays charisma in favor of teamwork, issuing orders in favor of honoring subordinates’ emotions, obedience in favor of consciousness and personal responsibility. . . . It is hard to look at the line of leaders the academy has produced over so many decades and come to the conclusion that soft stuff doesn’t matter.”<sup>79</sup>

## Redefining Leadership Development

### Understanding the Need for Redefining Leadership Development

Senior leaders have great insight into what is critical to successfully motivating troops. General Shalikashvili, in a speech at the George C. Marshall ROTC Award Seminar, emphasized that the “love and care for soldiers” is one of three pillars of Army leadership. He stated that “leaders place the welfare of their people above their own, that they are responsible for the welfare of their troops.”<sup>80</sup>

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<sup>75</sup> Ibid., p. 80.

<sup>76</sup> Ibid., p. 82.

<sup>77</sup> Ibid.

<sup>78</sup> Ibid.

<sup>79</sup> Ibid.

<sup>80</sup> General John M. Shalikashvili, “The Three Pillars of Leadership,” *Defense Issues*, Vol. 10, No. 42.

*Future military leaders need to understand the intrinsic and extrinsic aspects of individual motivation.*

*. . . leaders must understand that self-management is about applied judgment, not about working harder.*

## What Can Be Done?

Future military leaders need to understand the intrinsic and extrinsic aspects of individual motivation. “Unless a [leader] understands employee motivation, then he or she can not succeed.”<sup>81</sup> They must also understand that their subordinates’ intrinsic motivation is highly responsive to their individual style of leadership. We must equip our leaders to examine the impact of their particular leadership style on subordinates and to adjust it accordingly. They must realize that intrinsic motivation is not so much a tool to make people do things as it is one for building on self-management that is already present. Of course, the particular work environment or type of unit will influence and influence the degree of self-management that is feasible. However, regardless of the circumstance, some degree of self-management will be necessary. Therefore, leaders must understand that self-management is about applied judgment, not about working harder.

Self-management involves an adult-to-adult relationship versus a parent-to-child relationship. Making the transition will involve a shift in leader power bases. It requires a move to *personal power* (information, expertise, goodwill) from *position power* (authority, reward, discipline). The relationship involves collaboration versus dominance and submission (or competing and accommodating). Sharing information, expertise, and goodwill brings about commitment.

Without a shift in power, the behavior leaders use to persuade other people will remain coercive. “If the behaviors are coercive, the relationship becomes one of authority or power. . . .” However, if power is relinquished or shifted to subordinates, the relationship becomes one of mutual influence, where “followers persuade leaders and other followers, as do leaders.”<sup>82</sup> Better put, the relationship will be based on influence that is two-way. Leadership’s role becomes an external management (command and control) process which influences self-management and self-management in turn influences leadership, as shown in Figure 5-1, developed by Thomas and Jansen.

Thomas and Jansen’s model implies that excessive command and control can cause a downward spiral in self-management. Increased micromanagement, discipline, and pressure lead to less self-management (or less individual responsibility), which in turn leads to reduced leader trust. Ultimately excessive command and control may increase costs, because it may lead to lost self-management efficiencies, reduced individual development, and reduced intrinsic motivation, which in turn leads to burnout, increased attrition, and reduced retention.<sup>83</sup>

Applying the Thomas-Jansen model, some officers and noncommissioned officers will have to learn a new way of leading. It might be useful for the military to adopt and teach some guiding principles that get at helping leaders intrinsically motivate subordinates. The following guiding principles may be useful:

- Collect systematic information as to what service members want from their jobs.

<sup>81</sup> Steininger, p. 603.

<sup>82</sup> Joseph C. Rost, *Leadership for the Twenty-First Century* (New York, NY: Praeger, 1991), p. 105.

<sup>83</sup> Ken Thomas and Erik Jansen, “Intrinsic Motivation and the Military: Second Briefing.” Briefing to the 8th Quadrennial Review of Military Compensation (8th QRMC), Arlington, VA, January 23, 1996.

- Make sure that service members understand the role description for their jobs so that efforts are not misdirected and thus wasted.
- Continually measure and monitor service member attitudes.<sup>84</sup>
- Encourage and facilitate a “full release of the human competence at their disposal.”
- Help subordinates “connect that competence to the work that needs to be done.”<sup>85</sup>

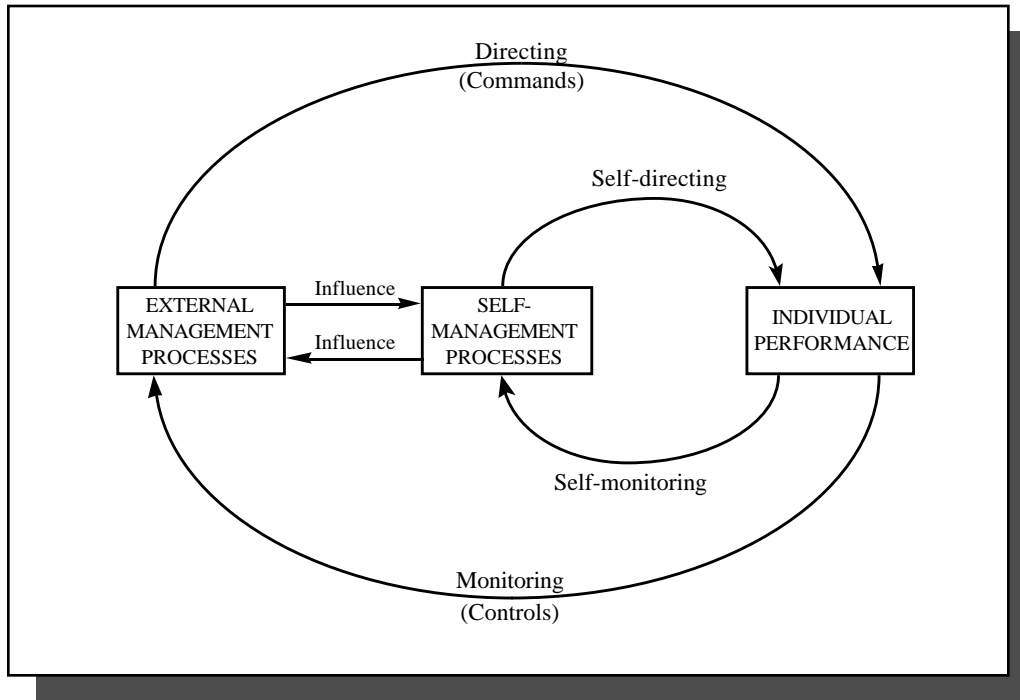


Figure 5-1. Self-management Supplemented by Command and Control<sup>86</sup>

It may be beneficial for military leaders to “find ways to harness soul-searching on the job, not just gloss over or merely avoid it. . . . Creating meaning may be the true [leadership] task of the future. . . . Common values, a shared sense of purpose, can turn [an organization] into a community where daily work takes on a deeper meaning and satisfaction.”<sup>87</sup> Thomas and Jansen recognize that the presence of both purpose and meaning aids in intrinsically motivating workers.

Circumstances that tend to favor self-management include those characterized by task uncertainty, complexity and a requirement for quick response. These conditions force an organization to delegate. The military’s changing environment may also require leaders to rely more on self-managing subordinates.

*Circumstances that tend to favor self-management include those characterized by task uncertainty, complexity and a requirement for quick response.*

<sup>84</sup> John B. Miner, *Theories of Organizational Behavior* (Hinsdale, IL: Dryden Press, 1980), p. 159; Porter and Lawler, Expectancy Theory-Based Compensation and Reward, 1968, referenced in Hay Group, Extrinsic and Intrinsic Motivation. Briefing to the 8th QRM, Arlington, VA, February 13, 1996.

<sup>85</sup> Hall, referenced in Hay Group, Extrinsic and Intrinsic Motivation. Briefing to the 8th QRM, Arlington, VA, February 13, 1996.

<sup>86</sup> Ken Thomas and Erik Jansen, Intrinsic Motivation and the Military. Briefing to the 8th Quadrennial Review of Military Compensation, Arlington, VA, January 23, 1996.

<sup>87</sup> Nichols, p. 52-53.

*The key ingredient in this view of leadership is influence.*

## Leadership Redefined in the Military

Many leadership writers view a leader as someone who effectively influences another individual. The key ingredient in this view of leadership is *influence*. How well a leader influences an individual will determine that person's feeling or sense of meaningfulness, progress, competence, and choice. The Thomas and Jansen model implies that if a leader can positively influence these feelings, an individual is likely to be more intrinsically motivated.

The military might benefit by considering Rost's definition of leadership: "an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes." There are four essential elements in his definition:

1. The relationship is based on influence.
2. Leaders and followers are the people in this relationship
3. Leaders and followers intend real change.
4. Leaders and followers develop mutual purposes.<sup>88</sup>

McClelland also views leadership as an "influence game." He comments that "management seem[s] to have forgotten this fact, urging managers to be more concerned with people's personal needs than with helping them to get things done." McClelland believes "[m]anagers must be interested in playing the influence game in a controlled way. That does not necessarily mean that they are or should be authoritarian in action. On the contrary, it appears that power motivated managers make their subordinates feel strong rather than weak. The true authoritarian in action would have the reverse effect, making people feel weak and powerless."<sup>89</sup>

In his article "Leadership: Perspectives in Theory and Research," Arthur G. Jago addresses the question: How does one define leadership, and from what source is leadership's power derived? He defines leadership as "both a process and a property. As a process, leadership is the use of noncoercive influence to direct and coordinate the activities of group members toward goal accomplishments. As a property, . . . [leadership is a] characteristic attributed to those who are perceived to employ such influence successfully."<sup>90</sup>

Max DePree, former CEO of Herman Miller, presents another leadership perspective worth considering: "The art of leadership is liberating people to do what is required of them in the most effective and humane way possible." Thus, the goal of leadership is to serve others, in that obstacles are removed that prevent subordinates from doing their jobs. "In short, the true leader enables his or her followers to realize their full potential. . . . This is consistent with the underlying assumption that leaders do not motivate, rather, they help create the conditions that allow intrinsically motivated employees to succeed."<sup>91</sup>

<sup>88</sup> Rost, p. 102

<sup>89</sup> David C. McClelland and David H. Burnham, "Power is the Great Motivator," *Harvard Business Review*, (Jan-Feb 1995), p. 130.

<sup>90</sup> Arthur G. Jago, "Leadership: Perspectives in Theory and Research," *Management Science*, Vol. 28, pp. 315-316, referenced in Wisley, pp. 86-87.

<sup>91</sup> Steininger, p. 611.

## Initiatives That Intrinsically Motivate

Leaders can better learn from the employees themselves what it is that motivates them by first understanding intrinsic motivation. Once leaders have this understanding, they can take many initiatives to intrinsically motivate individuals. The initiatives shown in Table 5-3 use the Thomas and Jansen building blocks to enhance feelings of choice, competence, meaningfulness and progress.

**Table 5-3. Initiatives that Create Intrinsic Motivation** <sup>92</sup>

INITIATIVE	BUILDING BLOCK	FEELING
<i>Give employees the information they need to do a good job. Bob Nelson, author of 1,001 Ways to Reward Employees, says that open communication helps employees feel they are in on key decisions about the business and helps them to understand the whys and wherefores of business initiatives.</i>	Information	Choice
<i>Provide regular feedback. As Ken Blanchard, author of The One Minute Manager, stresses: "Feedback is the breakfast of champions." It gives employees a way to measure their own performances.</i>	Positive Feedback	Competence
<i>Personally congratulate employees for a job well done. These congratulations should be offered immediately and should be specific as to why the work was so exceptional.</i>	Skill Recognition	Competence
<i>Write personal notes to them about their performance. This demonstrates that the manager not only recognized they did a good job, but that their work was so good that he or she felt it necessary to take the time to tell them so in writing.</i>	Skill Recognition	Competence
<i>Give them a good job to do. It makes sense that people who enjoy their work and who believe in the importance of their contribution are going to be more highly motivated than people who don't care. Managers shouldn't let employees stagnate but should show them how they can grow with their jobs and give them opportunities to learn new skills.</i>	Growth Opportunities	Competence
<i>Publicly recognize employees for good work.</i>	Skill Recognition	Competence
<i>Ask employees for their input. Involve them in decisions that affect their jobs. "People have to feel like a part of their environment," Mr. Nelson says, and nothing is more flattering or generates greater buy-in than being asked for opinions.</i>	Positive Climate	Meaningfulness
<i>Managers should recognize the power of their physical presence. Employees like frequent contact with their managers.</i>	Positive Climate	Meaningfulness
<i>Include morale-building meetings that celebrate group success.</i>	Celebrations	Progress

<sup>92</sup> Shari Caudron, "The Top 20 Ways To Motivate Employees," *Industry Week*, April 3, 1995.

## Human Resource Management System Attributes

The following attributes of a human resource management system would enhance military leadership's ability to influence service members intrinsically.

**Flexibility.** Give leaders the flexibility “to design their organizations so that employees can be challenged, gain control of their work, and take ownership of it.”<sup>93</sup> Unduly restrictive rules are possible intrinsic demotivators.<sup>94</sup>

**Rely More on Intrinsic Rewards.** In many organizations, members “view their [supervisors] as figures who control their lives . . . [and] administer punishment and rewards – much like a parent.”<sup>95</sup> Additionally, they depend on their supervisor to give them incentives to work, since their commitment and motivation are externally dependent.<sup>96</sup> “A leader eliminates fear in the workplace, and relies more on intrinsic rewards and less on extrinsic ones to drive performance.”<sup>97</sup>

**Expect Partner-manager Relationships versus Parent-manager Relationships.** In partner-manager relationships, leaders use an implicit work contract, which is a very different from the contract associated with the parent model. The implicit contract assumes that work is a natural and fulfilling part of life and that employees want to do a good job. Here leaders in effect say, “We are giving up considerable control, but we need something in return. We need you to promise to act in the best interests of the organization.” This employment contract is based on interdependence.<sup>98</sup> “In a high involvement, partnering organization, you can not afford to carry people who do not pull their weight or who look out for number one. The partner model is . . . a contract which requires that both sides live up to their responsibilities.”<sup>99</sup>

**Value Leaders Who Empower.** Organizations that value the use of empowerment and rely on self-directed individuals are based on a totally different set of assumptions. These organizations assume people are their most valued, dynamic resource, that their minds are keys which unlock the organization's future possibilities. “Self-direction is not anarchy . . . , [it] is management sharing control and employees accepting the responsibility to act in the best interests of the organization.” Leaders must help employees “understand their new responsibilities along with their new rights.”<sup>100</sup>

**Trust.** These organizations treat people truthfully and with respect. They must also “eliminate . . . all symbols that denote lack of trust.”<sup>101</sup> Employees in this system

<sup>93</sup> Steininger, p. 610

<sup>94</sup> Fein, 1980, referenced in Hay Group, Extrinsic and Intrinsic Motivation. Briefing to the 8th QRMC, Arlington, VA, 13 February 1996.

<sup>95</sup> Steininger, p. 610.

<sup>96</sup> Chris Argyris, “Good Communication That Blocks Learning,” *Harvard Business Review* (July-August 1994), p. 84.

<sup>97</sup> Steininger, p. 611.

<sup>98</sup> D. Hitchcock, “Are You Parents to or Partners With Your Employees?” *Journal for Quality & Participation*, Vol. 17, No. 7 (December 1994), p. 7.

<sup>99</sup> *Ibid.*, p. 10.

<sup>100</sup> *Ibid.*

<sup>101</sup> Steininger, p. 611.

must be trustworthy as well. Good-faith mistakes should always be forgiven, but malicious acts should still be grounds for firing.<sup>102</sup>

**Work to Reduce Stress:** Relationships within organizations are potentially stressful. “Most studies have concluded that mistrust of co-workers is associated with high role ambiguity, poor communication, low job satisfaction, and poor psychological well-being.”<sup>103</sup> Furthermore, “Sources of stress which may be described as relating to the organizational structure and climate are frequently the outcome of organizational culture and management style.”<sup>104</sup>

## Potential Obstacles

The following are potential obstacles to implementing a human resource management system that is designed to enhance leadership’s ability to intrinsically motivate service members.

**Managers Not “Walking Their Talk.”** They may still rely on using “behaviors and beliefs (associated with the old system) of parents to create partners. This rarely works. It is usually more effective to begin acting as a partner. If you assume that employees have a right to be involved in decisions which will affect them and that they have relevant knowledge, you will choose education and dialog instead of coercion to instigate change.”<sup>105</sup> Argyris makes a similar point: “Managers embrace the language of intrinsic motivation but fail to see how firmly mired in the old extrinsic world their communications actually are.”<sup>106</sup>

**Subordinates Who Want Us To Be Parents.** Employees who are well-indoctrinated into check-your-brain-at-the-door-no-worries employment contracts will undoubtedly resist the change. They’ll ask, are you going to pay me more to do your job? Don’t get seduced back into your comfortable parental assumptions. Give them information, take them on site visits, send them to workshops, and engage them in the decision making process.

**When Abdicating Responsibility Many Organizations Go from Parental Control into Chaos.** Managers abdicate their responsibilities to lead. They tell employees that they are empowered but do not ensure that they understand what they are empowered to do and what the new boundaries are. . . . And they forget to ensure employees have all the skills and knowledge to perform their new responsibilities.<sup>107</sup> Depending on the type of military organization, the leader will need to set boundaries accordingly. For example, an infantry unit will probably have more boundaries than an acquisition organization. Training and development will play a major role in any new human resource management system the military adopts.

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<sup>102</sup> Hitchcock, p. 10.

<sup>103</sup> J. R. French and R. D. Caplan, “Organizational Stress and Individual Strain.” In A. Marlow (Ed.), *The Failure of Success*, 1970, referenced in C. L. Cooper and S. Cartwright, “Healthy Mind, Healthy Organization – A Proactive Approach to Occupational Stress,” *Human Relations*, Vol. 47, No. 4 (April 1994), pp. 462-463.

<sup>104</sup> Cooper, pp. 462-463.

<sup>105</sup> Hitchcock, p. 10.

<sup>106</sup> Argyris, p. 83.

<sup>107</sup> Ibid.

*. . . the military  
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members.*

**“Band-Aid” Fix.** The emphasis of most workplace intervention strategies is to improve the “adaptability” of the individual to the environment. With this “band-aid” or inoculation approach, there is an implicit assumption that the organization will not change but continue to be stressful; therefore, the individual has to develop and strengthen his or her resistance to that stress. There appears to be markedly less organizational concern with adapting the environment to “fit” the individual.<sup>108</sup>

## Summary

Handy writes, “Leadership . . . within organizations is always going to be a vital ingredient in the effectiveness of organizations.”<sup>109</sup> Leadership is an “element that can synergize the energies and talents of a work force, leading it toward the realization of the company’s vision.”<sup>110</sup>

Since leadership is so vital to organizations, the military should explore in great detail the role its leaders play in intrinsically motivating service members. First, this may require redefining what the military recognizes as effective leadership and leadership practices, then incorporating these changes into its leadership development programs. It is also critical that changes to the human resource management system be aligned to enhance any changes in leadership philosophy and practices.

Finally, any change effort is sure to encounter obstacles. Those involved in implementing a system that relies more on leaders who intrinsically motivate their followers must realize that their efforts will be circumvented if obstacles to changes in leadership philosophy and practices are not identified and eliminated.

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<sup>108</sup> Cooper, pp. 456-457.

<sup>109</sup> Handy, p. 118.

<sup>110</sup> Wisley, p. 86.

